

DOCUMENT RESUME

ED 262 627

FL 015 302

TITLE Sudanese Arabic. Materials Status Report.
INSTITUTION Center for Applied Linguistics, Washington, DC.
Language/Area Reference Center.
SPONS AGENCY Foreign Service (Dept. of State), Washington, D.C.
Foreign Service Inst.
PUB DATE Nov 85
CONTRACT 1735-507041
NOTE 29p.
PUB TYPE Reference Materials - Bibliographies (131)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Arabic; Content Analysis; Dialects; Dictionaries;
Difficulty Level; *Evaluation Criteria; Foreign
Countries; Information Sources; *Instructional
Material Evaluation; Language Styles; *Media
Selection; Native Speakers; Publications; Second
Language Instruction; Standard Spoken Usage;
Textbooks; *Uncommonly Taught Languages; Written
Language

IDENTIFIERS *Arabic (Sudanese)

ABSTRACT

The materials status report for Sudanese Arabic is one of a series intended to provide the nonspecialist with a picture of the availability and quality of texts for teaching a given language to English speakers. Each report consists of: (1) a brief narrative description of the language, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of instructional programs, linguists who have worked on the language, native speakers, and other information of use to the individual planning a course in the language; (2) a bibliography of materials, categorized as basic level teaching materials, advanced level teaching materials, refresher/maintenance materials, reference materials, and dictionaries, according to evaluators' judgment of their best use in classes today rather than according to the author's intentions; and (3) individual materials evaluations consisting of a general description, including publication information, an overview of the contents, and statements about the quality of the language used, and a form on which the general text quality (language and presentation) is evaluated. The evaluations are made by native speakers and linguists recognized for their knowledge of the language. (MSE)

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Language/Area Reference Center

Materials Status Report

SUDANESE ARABIC

November, 1985



Center For Applied Linguistics
1118 22nd Street, NW
Washington, D.C. 20037

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Materials Status Reports - General Description

This Materials Status Report is one of forty-one prepared by the Language and Area Reference Center, Center for Applied Linguistics, for the members of the Interagency Language Roundtable, under Contract No. 1735-507041 between CAL and the Foreign Service Institute, Department of State.

The purpose of the reports is to provide the non-specialist with a picture (as of 1985) of the availability and quality of texts teaching the language(s) to English speakers. Reports have been prepared for the following languages:

Afghan Persian (Dari)	Bengali	Indonesian	Sinhalese
Afrikaans	Berber (all dialects)	Kongo	Somali
Amharic	Bulgarian	Kurdish	Shona
Arabic/Libyan	Burmese	Korean	Slovak
Arabic/Saudi	Cambodian	Lao	Tagalog
Arabic/Gulf	Czech	Malay	Thai
Arabic/Sudanese	Dutch	Mongolian	Tigrinya
Armenian	Finnish	Ngala	Uigur
Azerbaijani	Hausa	Pashto	Vietnamese
Baluchi	Hindi	Portuguese	Xhosa
			Zulu

The Materials Status Reports consist of:

1. A one- or two-page narrative description of the language, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of programs, linguists who have worked on the language, native speakers, and other information of use to the individual or agency planning a course in the language.

2. A bibliography of materials, grouped as follows: Basic Level Teaching Materials; Advanced Level Teaching Materials; Refresher/Maintenance Materials; Reference Materials; and Dictionaries. The terms "basic level" and "advanced level" are defined by the government-wide proficiency levels: materials bringing the student to proficiency level 2 in speaking and/or reading are categorized as "basic", whereas materials bringing the student to levels higher than 2 are categorized as "advanced". The dictionaries listed are bilingual dictionaries with English as one of the languages. Materials are categorized according to our evaluators' judgment as to their best use in classes today, and not according to the authors' intentions; e.g. a good traditional grammar-translation text will be categorized as reference, rather than as basic teaching materials.

All materials known to us are listed in the bibliography. For the more uncommon languages, e.g. Uigur, all sources have been evaluated (if we were able to find them). For the more common languages, e.g. Finnish, we did not evaluate pre-World War II materials except for widely-acknowledged classics. Unevaluated materials are listed alphabetically by author at the end of the bibliography.

3. Individual materials evaluations for each of the texts listed in the bibliography. A particular evaluation consists of a general description, including publication information, an overview of the contents, and statements about the quality of the language used; a "meta-criteria" form by which the general quality of the text, in terms of language taught and overall quality of presentation, are evaluated. More specific information is presented, on following forms, for those texts which have been judged to be of reasonable quality. The evaluations have been made by native speakers of the languages, and by linguists/language teachers recognized for their knowledge of the languages.

We have discovered, in the process of developing the Materials Status Reports, that the same set of materials will frequently appear under different editions and reprintings, and also under different titles, different publishers, and even different authors. In these cases, we generally choose the most recently appeared set for evaluation, and discuss the publication history on the description page of the individual evaluation. Occasionally, we are aware of later editions from the one we have access to; the existence of the later edition is also mentioned on the description page.

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Language, dialects, standards. Sudanese Arabic, as all dialects of Arabic, is the spoken medium. Colloquial Arabics are used in informal conversation, and at times in the schools (although this is never officially sanctioned, since Modern Standard Arabic is the official language). There is no standard, no written form of the dialect. While there are regional differences within the dialect itself, the differences are small and do not effect mutual intelligibility. Sudanese Arabic is mutually intelligible with Egyptian Arabic, and to some extent with most other dialects.

Writing system. Not applicable. Sudanese Arabic is now a written language.

Production of written language. Not applicable.

Difficulty for English-speaking learners.

Phonology: Several segments are extremely difficult for the speaker of English to distinguish and pronounce (e.g. the pharyngeals). Other smaller problems, like double consonants.

Syntax: Extremely difficult. Arabic is a Verb-subject-object language, with clause structure radically different from English. Arabic also has a complex morphological structure.

Vocabulary: Difficult. No cognates with English.

Writing system: not applicable.

Usable existing texts.

Basic level: Persson, Sudanese Colloquial for Beginners, 1979.
Trimingham, Sudan Colloquial Arabic, 1959.

Advanced level: none

Refresher-Maintenance: none

Reference: Worsley, Sudanese Grammar.

Dictionaries: Hillelson, Sudan Arabic: English-Arabic Vocabulary, 1930.

Native speaker availability in the U.S.

Quite a few native speakers, many taking linguistic degrees.

Existing programs, classes. none

Linguist resources: Andrew Persson and Janet Persson, Summer Institute of Linguistics.

Basic Level Teaching Materials

Persson, A. and J. with Ahmad Hussein. Sudanese Colloquial Arabic for Beginners. Horsleys Green, High Wycombe, Bucks, England: Summer Institute of Linguistics, 1979. [259p]

Trimingham, John Spencer. Sudan Colloquial Arabic. 4th ed. London, England: Oxford University Press, 1959. [viii, 176p] [PJ6901.S8T7]

Advanced Level Teaching Materials

Hillelson, Sigmar. Sudan Arabic Texts; with translation and glossary. Cambridge England: The University Press, 1935. [xxiv, 219p]

Refresher-Maintenance Materials

none

Reference Materials

Worsley, Allan. Sudanese Grammar. London: Society for Promoting Christian Knowledge, 1925. [65p] [PJ6797.W6]

Dictionaries

Hillelson, Sigmar. Sudan Arabic: English-Arabic Vocabulary. 2nd ed. London: The Sudan Govt., 1930. [xxviii, 351p] [PJ6795.H5 1930]

Electronic Materials

none

Materials Not Evaluated

Burton, G.S.M. Sudan Arabic Notebook. London, England: McCorquodale and Co., 1934. [xi, 251p]

INDIVIDUAL MATERIALS EVALUATION

Basic Course Materials

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

Sudanese Arabic
Persson, Colloquial

Persson, Andrew and Janet Persson, with
Ahmad Hussein. Sudanese Colloquial Arabic
for Beginners. Horsleys Green, England:
Summer Institute of Linguistics, 1984.

Specific language/dialect taught: Arabic, Sudanese dialects of Khartoum and
Omdurman, understood in most parts of the country.

Type of text: beginning text

Publication information: 3rd printing of 1980 ed., first published in 1979.
1985 price: 7 pounds sterling. Copy at CAL.

Intended users: English speakers, working in the Sudan (South)

Format: book with tapes

Overall grammatical/pedagogical approach: audio-lingual

Presentation of language: Arabic script and transcription

Physical quality of book: softbound, reproduction of typescript

Editorial quality of target language: adequate

Editorial quality of English: excellent

Overall organization of text:

[viii, 272 pp]

Pronunciation guide.

30 lessons arranged as follows:

1. dialogue
2. grammar and grammar drills
3. vocabulary
4. pronunciation drills.

English-Arabic, Arabic-English glossaries

Vocabulary areas covered: arranged around such topics as "The Nursery," "At
Home," "Sewing," and "The Football Game."

General comments: This course is designed for use in a classroom situation with
a trained teacher, or by individuals with a native speaker of Sudanese Arabic.

CPT page label: SUDPERSA

LARC staffer: McFerren

Center for Applied Linguistics/LARC
 Materials Evaluation - 1985
 Individual Text Evaluation
 Meta-Criteria

SUDANESE ARABIC
 Person, Sudanese Colloquial

META - CRITERIA

	SOME-			COMMENTS
	YES	WHAT	NO	
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	X			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		X X X		
Are the materials usable in language teaching contexts?	* X	*		

* Specific language-teaching context

Basic Courses	X
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	
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Comments: The Arabic script dialogues are described as being for the use of the Sudanese instructor, as well as for the student if he wishes to learn the Arabic script on his own. The handwritten script, however, is unclear and difficult to read, even for the Arab reader.

Evaluator: Aziz el-Mouloudi

Date: October, 1985

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute
 to training to Proficiency Level 2:

	Oral			Reading		
	Y	S	N	Y	S	N
Development of ability to use the language in appropriate contexts	☒	☐	☐	☐	☐	☒
Presentation, explanation of basic grammatical structures	☒	☐	☐	☐	☐	☒
Development of accurate pronunciation	☐	☒	☐	☐	☐	☐
Development of automaticity, fluency	☐	☒	☐	☐	☐	☒
Development of appropriate range of vocabulary	☒	☐	☐	☐	☐	☒
Presentation of cultural and functional information	☐	☒	☐	☐	☐	☒
Development of encoding, decoding skills (in non-roman alphabets)	☐	☐	☒	☐	☒	☐
Development of basic reading skills	☐	☐	☒	☐	☐	☒
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?	☐	☒	☐	☐	☒	☐
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?	☒	☐	☐	☐	☐	☐
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?	☐	☐	☒	☐	☐	☒
Do the materials include guides for teaching?	☐	☒	☐	☐	☒	☐
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?	☒	☐	☐	☐	☐	☐
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	☒	☐	☐	☐	☐	☐
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?	☒	☐	☐	☐	☐	☐

Y = yes; S = somewhat; N = no

Sudana Aulic
 (text) *Person, College for English*

Do the materials appropriately integrate the use of English in class?

Y	S	N
☒	☐	☐

Are the materials likely to be visually appealing to the student?

☐	☐	☒
--------------------------	--------------------------	-------------------------------------

Do the materials expose students to language material above their momentary level?
 Do the materials enable the student to develop coping skills to handle language material above their momentary level?

☐	☐	☒
☐	☐	☒

Do the materials include a wide range of learning activities for the student?

☐	☐	☒
--------------------------	--------------------------	-------------------------------------

Are the materials considered successful by current users, if any?

☒	☐	☐
-------------------------------------	--------------------------	--------------------------

In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?

☐	☐	☒
--------------------------	--------------------------	-------------------------------------

Are lessons in the materials organized around functions to the exclusion of grammar?
 Are lessons in the materials organized around grammar to the exclusion of functions?

☐	☒	☐
☐	☐	☒

Comments:

Evaluator: *Raj D. Mahand* Date: *Oct, 1985*

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

SUDANESE ARABIC
Trimingham, Colloquial

Trimingham, J. Spencer. Sudan Colloquial Arabic. London: Oxford University Press, 1946.

Specific language/dialect taught: Arabic, Sudanese dialect (Urban dialect of Onduman; Part II includes the Jezira dialect)

Type of text: Basic Level Teaching Material

Publication information: Out of print. [P36901.S877 1946]

Intended users: British officials, missionaries

Format: book

Overall grammatical/pedagogical approach: traditional

Presentation of language: Arabic in transcription throughout

Physical quality of book: n/a

Editorial quality of target language: excellent

Editorial quality of English: Excellent

Overall organization of text:
[viii, 176pp]

Introductory section on pronunciation

Part I: Grammar, demonstrated in sentences with English translations

Part II: Conversations and Vocabularies; and Dialectal Material (stories and dialogues)

Vocabulary areas covered: non-specific in Part I. In Part II, vocabulary is specific to chosen topics.

General comments:

CPT page label: SUOTRIMA1

LARC staffer: McFerren

META - CRITERIA

	SOME-			COMMENTS
	YES	WHAT	NO	
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	X			
Are the materials of high quality, in terms of				
a. fulfillment of text goals?		X		
b. clarity of organization?		X		
c. lucidity of presentation?		X		
Are the materials usable in language teaching contexts?	*	*	X	

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	
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Comments: Although a bit outdated in terms of phonetic transcription and grammatical presentation, this introduction to Sudanese colloquial Arabic could be used as a reference for beginners and as an aid in materials development.

Evaluator: Aziz el-Mouloudi

Date: October, 1985

Sudanese Arabic
 (text) *Birmingham, Sudan*
colloquial

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute
 to training to Proficiency Level 2:

	Oral			Reading		
	Y	S	N	Y	S	N
Development of ability to use the language in appropriate contexts		✓				✓
Presentation, explanation of basic grammatical structures	✓					✓
Development of accurate pronunciation		✓				
Development of automaticity, fluency			✓			✓
Development of appropriate range of vocabulary			✓			✓
Presentation of cultural and functional information			✓			
Development of encoding, decoding skills (in non-roman alphabets)						✓
Development of basic reading skills						✓
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?		✓				
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?		✓				
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			✓			
Do the materials include guides for teaching?			✓			
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?			✓			
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?			✓			
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?		✓				

Y = yes; S = somewhat; N = no

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

Indonesian Arabic
(1g)
Triningsih Indonesian Arabic
(text)

Do the materials appropriately integrate the use of English in class?

Y	S	N
	✓	

Are the materials likely to be visually appealing to the student?

	✓	
--	---	--

Do the materials expose students to language material above their momentary level?

		✓
--	--	---

Do the materials enable the student to develop coping skills to handle language material above their momentary level?

		✓
--	--	---

Do the materials include a wide range of learning activities for the student?

		✓
--	--	---

Are the materials considered successful by current users, if any?

	✓	
--	---	--

In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?

		✓
--	--	---

Are lessons in the materials organized around functions to the exclusion of grammar?

		✓
--	--	---

Are lessons in the materials organized around grammar to the exclusion of functions?

	✓	
--	---	--

Comments: an introduction particularly to the basic
morphology and phonology of Arabic -
to be used mainly by students of material
developed -

Evaluator: Amir

Date: March 25, 85

Y = yes; S = somewhat; N = no

INDIVIDUAL MATERIALS EVALUATION

Advanced Course Materials

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

SUDANESE ARABIC
Hillelson, Texts

Hillelson, Sigmar. Sudan Arabic Texts;
with translation and glossary. Cambridge,
England: The University Press, 1935.
[xxiv, 219pp]

Specific language/dialect taught: Arabic, Sudanese dialect

Type of text: Advanced level teaching materials

Publication information: Out of print [PJ6901.S8A3]

Intended users: students with some knowledge of Sudanese Arabic

Format: book

Overall grammatical/pedagogical approach: none

Presentation of language: of 165 texts, the first 65 are in transcription;
remaining in Arabic script.

Physical quality of book: n/a

Editorial quality of target language: good

Editorial quality of English: Excellent

Overall organization of text:

165 texts

Introduction includes section on phonology, pronouns, the verb, prepositions
and particles.

Texts include proverbs, folktales, nursery rhymes, riddles, poetry, drama
and prose.

Selected Arabic-English glossary of approximately 600 entries.

Vocabulary areas covered: non-specific; widely varied

General comments:

CPT page label: SUD#HILLAL

LARC staffer: McFerren

Center for Applied Linguistics/LARC
 Materials Evaluation - 1985
 Individual Text Evaluation
 Meta-Criteria

SUDANESE ARABIC
 Hillelson, Sudan Arabic Texts

META - CRITERIA

	YES	SOME- WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	X			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		X X X		
Are the materials usable in language teaching contexts?	*	*	X	

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	
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Comments: The texts chosen for the book now seem too out of date to be used in the modern classroom, and are ill-representative of life in the contemporary Sudan.

Evaluator: Aziz el-Mouloudi

Date: October, 1985

INDIVIDUAL MATERIALS EVALUATION

Refresher-Maintenance Materials

INDIVIDUAL MATERIALS EVALUATION

Reference Materials

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

SUDANESE ARABIC
Worsley, Grammar

Worsley, Allan. Sudanese Grammar. London,
England: Society for Promoting Christian
Knowledge, 1925.

Specific language/dialect taught: Arabic, Sudanese dialect

Type of text: Reference, Grammar

Publication information: Out of print. [PJ6797.W6]

Intended users: Missionaries engaged in medical work.

Format: book

Overall grammatical/pedagogical approach: traditional

Presentation of language: Arabic Romanized

Physical quality of book: n/a

Editorial quality of target language: excellent

Editorial quality of English: Excellent

Overall organization of text:

[vi, 80pp]

Introduction includes pronunciation notes and the alphabet in Arabic and romanization. Book devoted to the explanation of in traditional terms of the grammar of Sudanese Arabic.

Index at the end.

Vocabulary areas covered: On the whole, non-specific, illustrating grammatical points. There are, however, some medical and British colonial administrative terms included.

General comments:

CPT page label: SUDWORSAL

LARC staffer: McFerren

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

SUDANESE ARABIC
Worsley, Sudanese

META - CRITERIA

	YES	SOME- WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?		X		
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		X	X X	
Are the materials usable in language teaching contexts?	*	*	X	

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	X
Dictionaries	

Electronic Aids	
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Comments: Not a complete reference grammar, nor is it clearly presented. This would be neither appealing nor useful in the classroom, but as there are so few materials in Sudanese Arabic, it should not be totally rejected, and might be semi-useful as a reference.

Evaluator: Aziz el-Mouloudi

Date: October, 1985

Indonesian Arabic
 (18)
Wahley, Indonesian Grammar
 (text)

REFERENCE MATERIAL EVALUATION

Does the date of the materials render them old-fashioned in	Y	S	N
a. presentation	☒		
b. grammatical approach	☒		
c. state of knowledge of the language	☒		
Are explanations clear to the non-specialist?	☐	☐	☐
Are materials suitable for use by			
a. beginning students		☒	
b. advanced students			☒
c. teachers/materials developers only		☒	
Are materials arranged by			
a. grammatical category	☒		
b. semantic category			☒
c. functional category			☒
Is the presentation of the language			
a. in its own script			☒
b. in romanization/transliteration	☒		
c. in phonetic transcription	☒		
Original intention of the materials:			
a. teaching materials			
b. pedagogical reference		☒	
c. linguistic study		☒	
Do the materials purport to describe the entire language?	☐	☐	☒
Are the materials aimed at the English speaker?	☒	☐	☐
Are the materials			
a. indexed			
b. cross-referenced			
Are the materials illustrated with			
a. examples (sentences, phrases, words, etc)	☒		
b. texts (paragraphs, passages, etc)			☒
Are examples/texts			
a. literary quotations			☒
b. quotations from oral sources			☒
c. invented for purposes of discussion	☒		

Evaluator: Angela Date: October 21, 85

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Material Evaluation - 2

Indonesian Arabic
Wesley, Hammer

Are examples/texts translated into English?

- a. literal translations?
b. idiomatic translations?

Y	S	N
☒	☐	☐
☒	☐	☐
☐	☐	☒

Comments:

could be used ~~A~~ as a work
for material development

BEST COPY AVAILABLE

Y = yes; S = somewhat; N = no

INDIVIDUAL MATERIALS EVALUATION

Dictionaries

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

SUDANESE ARABIC
Hillelson, English-Arabic

Hillelson, Signar. Sudan Arabic: An English-Arabic Vocabulary. 2nd ed. London: The Sudan Government, 1930.

Specific language/dialect taught: Arabic, Sudanese dialect

Type of text: Reference, Dictionary

Publication information: Out of print [PJ6795] This publication is a revision of H.F.S. Amery's The English-Arabic Vocabulary.

Intended users: British officials in Sudan

Format: book

Overall grammatical/pedagogical approach: none

Presentation of language: Entries in Arabic script and transliteration

Physical quality of book: n/a

Editorial quality of target language: excellent

Editorial quality of English: Excellent

Overall organization of text: [xxviii, 351pp]

Pronunciation Guide

Introduction includes information on Arabic and dialectal variation in general; grammar summary

Vocabulary: approximately 4,000 entries in English, Arabic, transliteration, with parts of speech and levels of usage. Some illustrative phrases.

Appended: Numbers; Islamic months; weights and measures

Vocabulary areas covered: not specific

General comments:

CPT page label: SUDHILLBI

LARC staffer: McPerren

META - CRITERIA

	YES	SOME- WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	X			
Are the materials of high quality, in terms of				
a. fulfillment of text goals?	X			
b. clarity of organization?	X			
c. lucidity of presentation?	X			
Are the materials usable in language teaching contexts?	* X	*		

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	X

Electronic Aids	
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Comments: An old edition, but remarkably quite accurate. Recommended for use by the beginning-level student.

Evaluator: Aziz el-Mouloudi

Date: October, 1985

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation

(lg) Antoni (Collegial)
(text) A. Lopez - Ant. Lopez

BILINGUAL DICTIONARY EVALUATION

Does the date of the dictionary render it old-fashioned in

- vocabulary
- grammatical approach
- state of knowledge of the language
- use of accepted modern standard script, orthography

Y	S	N
	•	✓
		✓
✓		

Included in entries:

- etymologies
- definitions/explanations
- translation equivalents
- transliterations
- phonetic transcriptions of pronunciation
- grammatical information
- examples
- use of entry in phrases, idioms
- syllable division
- cross-references to other entries
- information on style levels
- information on regional, dialectal variation
- warnings about language learner errors
- cultural information

		✓
	✓	
✓		
✓		
✓	✓	•
		✓
		✓
		✓
		✓
		✓
		✓
	✓	

Are examples

- literary quotations
- quotations from oral sources
- contrived for purposes of discussion

		✓
✓		
✓		

Does the dictionary have an introduction or appendices presenting information of use to the language learner?

	✓	
--	---	--

Does the dictionary approach full coverage of the vocabulary of the language?

		✓
--	--	---

Is the dictionary primarily aimed at the English speaker?

✓		
---	--	--

Can the dictionary be used by beginning students of the language?

✓		
---	--	--

Evaluator: Antoni

Date: October 25, 85

Y = yes; S = somewhat; N = no

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INDIVIDUAL MATERIALS EVALUATION

Electronic Materials